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ABSTRACT

In answer to an urgent request for improved methods for evaluation and documentation of teaching performance by the president of the University of California, a Task Force on Evaluation of Teaching was appointed on the U.C.L.A. campus. From the beginning, the Task Force considered the faculty's opinions, regarding the evaluation of teaching to be a major reference for its recommendations. Consequently, members of the Task Force designed a survey questionnaire to elicit faculty opinion on the nature of evaluation of teaching, their perceptions of important criteria for such evaluation, the extent to which they were undertaking self-evaluation of their teaching, the methods they were using for this evaluation, and their recommendations for evaluation of teaching for the campus at large. The results of the survey questionnaire, returned by only 11 percent of the faculty, are included in this report. (HS)

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CENTER FOR THE
STUDY OF
EVALUATION
UCLA
Graduate School
of Education
Los Angeles, California

EDUCATIONAL RESEARCH AND DEVELOPMENT

A FACULTY ASSESSES ITS TEACHING
A SURVEY OF THE UCLA FACULTY

James W. Trent and Clare Rose

U.S. DEPARTMENT OF HEALTH,
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CSE Report No. 73
October 1971

Higher Education Evaluation Program
Center for the Study of Evaluation
UCLA Graduate School of Education
Los Angeles, California

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INTRODUCTION

In the fall of 1970, the University of California's President Hitch made an urgent request for improved methods for evaluation and documentation of teaching performance throughout the University. In response, U.C.L.A.'s Chancellor Young appointed a Task Force on Evaluation of Teaching. The purpose of the Task Force was to review the issue nationally and locally in order to make recommendations for the establishment of appropriate procedures for evaluation of teaching effectiveness on the Los Angeles campus.

From the beginning, the Task Force considered the faculty's opinions and practices regarding the evaluation of teaching to be a major reference for its recommendations. Consequently, members of the Task Force designed a survey questionnaire to elicit the faculty's opinions on the nature of evaluation of teaching, their perceptions of important criteria for such evaluation, the extent to which they were undertaking self-evaluation of their teaching, the methods they were using for this evaluation, and their recommendations for evaluation of teaching for the campus at large. The questionnaire, included in Appendix A, was mailed to all the campus' approximately 2,800 faculty members.[1]

The survey was limited by three unavoidable conditions: (1) time restrictions imposed on the Task Force precluded pretesting the survey questionnaire; (2) the complete survey had to be administered during the Christmas holidays when many faculty were not available; (3) it was not possible to administer a follow-up survey of non-respondents.

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[1]The questionnaire was sent to all faculty members listed on the payroll as of that date. This population includes visiting professors, clinical professors in residence, and non-permanent junior faculty.

Results indicated that all survey items were functional although a few could have been improved for clarification. Rate of response was another matter. Two hundred and ninety-four completed questionnaires were returned, representing only approximately 11 percent of the faculty. Ordinarily this return might be considered a good response rate under the circumstances since, according to the campus Planning Office, only 500 or 17 percent of the faculty return questionnaires during a regular quarter, even with follow-up requests. However, the faculty responding to the survey on teaching evaluation obviously cannot be considered representative of the faculty as a whole.

Although those who responded may not represent the opinions of their colleagues, the evidence, particularly the comprehensive responses to the open-ended questions, suggests that the questionnaires received the serious and thoughtful consideration of most respondents. Indeed, the fact that those who responded may be biased in a positive direction--that is, more concerned about evaluation and perhaps more conscientious in wishing to help resolve the issue of evaluation on campus--need not be a detriment. A major objective of the survey was to determine if any trends emerged in the data concerning the faculty's views on evaluation. The fact that these data came from faculty members who may be most concerned about evaluation of instruction is doubtless significant in itself since they were obtained from those who thought enough and cared enough about the matter to communicate their views.

More important, perhaps, is the possibility that the respondents reflected a much larger proportion of the faculty than is indicated by their numbers. Subsequent interviews with a scattering of non-respondents indicate that this is probable.

The survey was affected by a fourth broad limitation. This condition is one which inevitably will affect any future evaluation of instruction per se. Although it is often overlooked, instructors and instructional programs interact with the population of students who have their own goals and expectations. Systematic, thorough evaluation of instruction at the University requires the examination of its highly interdependent elements--the faculty, the curricula, student characteristics, and a host of other environmental phenomena--in order to determine the University's success in attaining its educational goals. Consequently, the evaluation of teaching effectiveness represents a limited attempt to isolate one part, the instructor, from the total system in order to evaluate his relative contribution to these educational goals, as well as his success in attaining his own objectives. Moreover, although there seems to be general agreement among many educators that the ultimate criterion of teacher effectiveness should be student growth, the notion of what constitutes student growth often varies among teachers.

Despite the limitations imposed upon the survey, the importance of the topic of evaluation of teaching effectiveness at the University, together with the extensive inputs of the responding sample and the strong possibility that the responses reflect a large contingency of the faculty, led to the decision to analyze the survey data more fully than was possible in the time given the Task Force. Again, the importance of the topic and the attention it received from the responding faculty led to the decision to disseminate the results of the survey beyond the confines of the Task Force. The survey indicates the varying opinions and practices of the faculty regarding evaluation of teaching. Only future comprehensive evaluative research, however, can begin to approach a holistic evaluation of the impact of the University on its students.

The substance of this report represents a first step in learning what the University is all about. Ensuing sections of the report will discuss (1) the total responding faculty's orientation towards and recommendations for evaluation; (2) the orientation of faculty from different subject areas; (3) criteria, practices, and recommendations advocated by faculty who conceptualize evaluation differently; and (4) tentative conclusions suggested by the data.[2]

[2]The sampling and exploratory nature of the survey rendered statistical tests of significance of differences inappropriate. All findings and related interpretations, therefore, must be regarded as suggestive rather than conclusive.

FACULTY ORIENTATION

Conceptualization of Evaluation

The purpose of evaluating instruction is to make informed judgments and decisions about the development, implementation, and effectiveness of instruction. Examples of evaluative questions are: Is the instructional sequence successful? Should the instruction be revised in terms of time? Should the instructional techniques be changed? The evaluation, however, can be formal or informal. Informal evaluations are judgments which do not necessarily involve explicit statements of the criteria upon which the evaluations are based. In formal evaluations, however, explicit statements and objective measures of the bases of the evaluation are essential. Instruction is deemed "good" only in relation to some standard or criterion and all changes and decisions are made with respect to objective bases for those decisions. Moreover, evaluation of instruction is essential for defensible decisions regarding the maintenance or modification of instruction.

There are several commonly held conceptualizations of formal evaluation of instruction.[3] For example, many teachers and administrators conceptualize evaluation of instruction in terms of the characteristics of the conditions of instruction; for example, counting the hours of homework, number of papers required, and number of hours spent in instruction. While it seems obvious that evaluation of this nature would not alone be sufficient for making decisions about instruction, many teachers speak of evaluation of instruction only in terms of these characteristics.

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[3]We use the word "conceptualization" deliberately. Its meaning goes beyond that of "concept." Rather it is "discovering the appropriate concepts that will put a group of facts into a rational or useful order." (English and English, 1958, p. 105).

Another conceptualization posits evaluation of instruction in terms of explicit changes in students' behavior. Desired changes in behavior are explicated in the form of specific measurable objectives, and tests are developed to measure attainment of these objectives. Students are pretested prior to instruction and instruction is evaluated, accordingly, in terms of its results or effects on each student.

Each of these conceptualizations, and there are others, requires different methodological tools. Determining the faculty's conceptualization of evaluation of instruction was intended to learn not only whether their approach to evaluation was formal or informal, but also to ascertain the necessary psychometric procedures and the theoretical and practical issues involved.

Of the total survey sample, 47 percent responded in some way to the conceptualization question; 53 percent did not respond at all. The responses were classified into five categories. The first category consisted of those whose responses indicated that they did have a real conceptualization of evaluation of instruction or at least who attempted to formulate a conceptualization. Twenty percent of the responses fell in this category. Two percent of the responses fell into the second category which consisted of those faculty members who either said the question was too difficult and/or that they were not prepared to deal with it. This does not necessarily mean that these faculty members refused to answer the question because they were opposed to evaluation but that they preferred not to deal with the question at that time.

Five percent of the faculty decline to conceptualize evaluation of instruction because of their stated biases against evaluation and/or their refusal to accept anything other than a highly subjective appraisal of their teaching.

Some faculty responded to this question in terms of the process rather than a conceptualization of evaluation. Since many educators think of evaluation only in terms of the process or procedures they use in evaluating, it is not surprising that 7 percent of those responding, which includes many faculty members who are not familiar with educational research and evaluation theory, think of evaluation in this way. Eleven percent of the faculty made diverse, "miscellaneous" assertions which did not fall into any of the above categories, such as stating that teaching effectiveness does not depend on popularity or that students should be considered as individuals.

None of the faculty conceptualized evaluation of instruction in terms of the characteristics of the conditions of instruction. Regardless of the level of sophistication of the conceptualization, both the "real" and the "process" conceptualizations focused upon the notion of student interest and growth. There were also strong implications that student growth should be determined by observable measures of growth or performance.

Examples of representative statements made by the faculty classified as "real" conceptualizations are presented verbatim as follows:

1. As a process by which the individual is rated against a theoretical norm which would take into account, among other things, the nature of the subject matter taught, the range of students taught, the achievement of learning goals, mastery of techniques, development of reasoning abilities, and all of this in a cost-benefit context--that is, how much of value to the student, as a person, as a citizen, and as a producing member of society, did the student gain in the long run in return for his investment and the instructor's (society's) investment of time, energy and money in the course.

2. As an assessment of constructive change and professional growth developed on the part of students as a result of their work with an instructor.

3. The evaluation of instruction must be recognized to be a subjective process but it does not follow that it is therefore meaningless. It does follow that data on effectiveness must be extensive, diverse and carefully identified as to source. Although student rating sheets do not provide an appropriate sole source of evaluation data, neither does the Dean's personal opinion or a chance impression of a colleague. All are required.

4. The ideal method is long-term and virtually impossible. How well do the students do in later situations, both in courses and the outside world, involving the subject matter you presented? The situation is complicated by the fact that learning is not due only to what goes on in class. On a particular level, I see no viable alternative to some method of carefully gathering opinion data obtained from students having taken courses, plus some more regularized system of faculty visitation to classes.

5. Evaluation means judging the effectiveness of a learning experience and the steps in the process are: (1) determining objectives; (2) defining the objectives in terms of behavior patterns; (3) developing methods for gathering the data; (4) gather the data; (5) check the data against the objectives; (6) replan. Self-evaluation is an important part of total evaluation and learning.

6. As the evaluation of the extent to which students have come to understand the concerns and problems of the instructor and the field he represents, and to have formed a mature opinion of its bearing on their own concerns and choice of society in general.

7. It begins with a teacher who knows what and how he wants to teach; who can set his own standards and then maintain continuous interest in improving.

8. As an assessment of constructive change and professional growth developed on the part of the students as a result of their work with an instructor.

Examples of representative statements classified as "process" conceptualizations are:

1. In terms of ends achieved - to what extent did students acquire mastery of the instructional intents; and in terms of the validity of instructional ends sought - are objectives warranted.

2. A procedure to determine how well the instructor contributes to student growth.

3. Carefully gathering opinion data obtained from students having taken a course plus some more regularized system of faculty visitation to classes.

4. I believe that student opinions should be the strongest indicator of an instructor's ability to teach and that these opinions are most meaningful after the student has been exposed to subsequent courses. Secondly, irregardless of student opinion, the instructor should constantly seek out new and better methods for conveying information.

5. Feedback from all the students at the end of the course is very valuable. Our department has a mechanism for this.

6. ...Starts by specifying goals--in as operational a form as possible. Includes identifying indicators of goal attainment, specifications of obstacles to goals, ways of removing them, plan for collecting feedback, etc.

The faculty members who declined to conceptualize evaluation of instruction did so quite explicitly by stating that it was either impossible to make meaningful quantitative judgments or that no attempt should be made to "quantify" instructional efforts. Examples of faculty members negative responses are:

1. Instructional evaluation is extremely difficult in the majority of cases. Only when instruction is terrible or superb is the evaluation simple. The entire middle ground appears to me vague, subjective and very expensive to implement.

2. I feel we are moving in the direction of confusing teaching with learning and reinforcing the belief of many students that "I had a bad instructor in that" constitutes an adequate justification for their failure to master some material essential to their later work.

3. "Evaluation" is a foolish term. Instruction cannot and must not be evaluated. On the college and particularly grad level 90% of the student's "growth" depends on the student. The role of the instructor can only be to smooth over the rough points, offer connections, inter-relations, insights, not obvious in the written work and above all help the student teach himself. A student gets out

of a course at most what he puts into it. Thus, student evaluation of instruction is not only worthless (correlation between grade student gets and grade he gives instructor) and often the students downrate the good instructors who make them think (most students hate to think) but also the whole process destroys the instructor's most potent means to get the students to learn. . ."

4. Teaching is an art. As such, it cannot be measured in quantitive terms. Moreover its effect should be of such a long-range nature that most of the questionnaires presently in use are hopelessly inadequate: Questions seen directed at "training" rather than education. . . . I know that there is much pressure on the University from the public to measure its teaching function. The public is not aware of the difference between "training" and education. The University must take a clear stand on these issues and try to explain them to the public.

5. As being a potential danger, if formalized, to academic freedom.

6. I am very much opposed to the standardization and routinization of criteria in this field.

7. Instruction cannot be and must not be evaluated.

The statements which we classified as "miscellaneous" were quite varied and none can be considered representative. The following statement, however, was to the authors, one of the most interesting, where the respondent described evaluation of teaching:

> "As the cant of 1970; as of some assistance to the instructor; as of some cathartic value to students; as a groping toward an elusive but desired educational goal; as a stick for the public to beat the University with."

Criteria

The faculty were asked to indicate which of eight criteria presented in the questionnaire they used in evaluating their teaching. The criteria were selected from the Task Force's review of the literature as those most commonly used in the evaluation of teaching effectiveness. The choices of criteria presented in the questionnaire were:

1. student growth
2. degree of student participation in the class
3. variety of resources and techniques used
4. student recommendations for changes in course content
5. student recommendations for changes in instructional techniques
6. degree of student interest
7. self-evaluation
8. opinions and suggestions from colleagues.

Although the faculty's task was to choose among the criteria presented, they were also given the opportunity to specify any other criteria they used which was not mentioned in the questionnaire. In addition, they were asked to define what they meant by certain criteria which might be open to multiple interpretations. Specifically, the respondent was asked to define student growth, if he used this criterion, and also to explain what he meant by self-evaluation if he checked that criterion. Finally, the respondent was asked to describe the way in which he measured these criteria and to return with his questionnaire any formal evaluative instruments he used.

A considerable majority of the responding faculty reported using six of the eight criteria:

Degree of student interest (86 percent)

Student growth or change (77 percent)

Degree of student participation in class (77 percent)

Student recommendations for changes in course content and techniques (75 percent)[4]

Opinions and suggestions from colleagues (66 percent)

[4]Student recommendations for changes in course content and techniques were combined in the data analysis.

Thirty-five percent of the faculty indicated they used "other criteria" but only a few specified their nature. Twenty-nine percent of the faculty checked that they included their use of a variety of resources and techniques as a criterion. "Student growth" was the one criterion which was defined in a variety of ways. Content analyses revealed the definitions to cluster for the most part into three general categories:

1. The combination of an increase in intellectual awareness and application of knowledge (30 percent). Examples: "An increase in the awareness and accumulation of knowledge and skill in the use of that knowledge for a full life." "Widening of intellectual horizons, and integration of new knowledge into the student's existing fund of information and skill."

2. Increase in intellectual awareness as such (29 percent). Examples: "Changed intellectual awareness of basic concepts." "Increased awareness of problems."

3. Understanding the course content or subject matter (28 percent). Examples: "An increase in ability to handle the subject matter." "Learning the course material and becoming able to use it."

The majority of the definitions, then, were based either on the combination of a student's increase in cognitive knowledge plus a growth in his perspective or an increased awareness of problems and critical issues. However, awareness and perspective were not precisely defined and procedures designed to determine the presence of this awareness or perspective were not enumerated.

A very small number of respondents defined student growth in terms of specific behavioral changes as prescribed by clearly defined instructional objectives. This definition included both cognitive and affective changes. A few respondents defined growth in terms of the student's ability to use or apply factual data or theoretical concepts presented in class to other disciplines. These answers were grouped with the combination category.

A very few defined growth in terms of the student's ability to take responsibility for their own education: planning their own programs, doing independent research work, completing given learning tasks to the student's own satisfaction; and a sense of self-direction and independence. A few defined growth in terms of some general sense of maturation but did not explain how such maturation could be assessed.

Procedures for Evaluation

No doubt few, if any, professionals who are involved in teaching or its administration would argue that the evaluation of teaching is anything other than a very difficult process. Two major problems contribute to this difficulty: first, establishing appropriate, consistent criteria for assessing teacher effectiveness; second, developing and administering the requisite assessment devices. The latter point is born out in the response to the survey question, "How do you determine (student) growth?"

Content analyses revealed five main categories of responses regarding the methods used for determining student growth:

Combination of written materials, personal interaction, and direct observation (47 percent).

Written materials exclusively, such as papers and examinations (19 percent).

Miscellaneous methods not otherwise specified (13 percent).

Subjective observations (11 percent).

Interaction with students through class discussion and/or personal contact (7 percent).

While the data suggest that the majority of the faculty responding do refer to some indicators of student growth, such as examinations and written papers; questions such as whether the students were pre-assessed prior to instruction, how objective the indicators were, and how relevant they were

to growth remain entirely unclear. Only in the miscellaneous group were there a few faculty members who measured student growth in terms of the student's performance in subsequent related courses or on tests based on specified instructional objectives. In essence, the majority of the faculty seem to be in sympathy with the premise that effective instruction should change behavior, but the clarity with which these changes are described prior to instruction and measured after instruction is doubtful.

These doubts are intensified by the lack of formal instrumentation designed to systematically assess student growth. The lack of formal instruments designed to measure student growth is evident from the responses or rather lack of response to the item, "If you use any formal instruments, please attach. (If you have no copies of your instrument, please describe: ...)." Only 11 percent of those responding attached or described such instruments. Eighty-seven percent did not respond to this item or responded in the negative. It is possible, however, that some faculty may not have realized that final examinations composed of items designed to measure particular learning objectives can constitute formal assessment of student growth in certain respects.

Information about student recommendations for changes in course content or techniques apparently was obtained more systematically than information about student growth. Responses to "How do you collect student recommendations?" were classified according to three major categories:

Some form of written feedback (40 percent)

Informal comments and/or discussion (29 percent)

Combined formal and informal procedures (24 percent).

The remaining sample either did not respond to or did not really deal with with the question.

In response to the request for formal instruments used to assess student recommendations, 37 percent of the respondents indicated that they did use some formal instrument. Sixty-two percent indicated that they did not. Over thirty different forms were received. Respondents were asked in three different places in the questionnaire to submit any formal instruments they used. Although a comprehensive analysis of the forms will not be made in this report, it should be pointed out that the instruments submitted were apparently used to measure all student inputs, with the general exception of student growth. That is, student recommendations for changes either in course content or instructional technique as well as, although to a lesser degree, the degree of student interest were measured by these instruments. Despite the feeling expressed by many department chairmen that they required a unique form to evaluate instruction in their department, the overlap between items used was considerable. The questionnaires were designed to assess:

1. the instructor's sensitivity to student needs and feelings
2. the instructor's enthusiasm and involvement in his material
3. the instructor's knowledge of the subject matter, particularly of recent developments
4. the instructor's teaching style; quality and fairness of exams; relevance of the text and assignments to course objectives
5. general comments regarding the instructor as a person.

These areas almost exactly parallel the items most commonly found pertinent to the rating of teaching in a series of studies conducted across the country (see e.g., Eble, 1970; Hildebrand & Wilson, 1970; McKeachie, 1969).

The responses to "How do you determine student interest?" --the criterion checked by the largest proportion of the faculty (86 percent) -- were classified as follows:

Student participation and enthusiasm in class and out of class discussion (51 percent).

Subjective impression exclusively (15 percent).

Combination of written and informal feedback (14 percent).

Formal feedback through written comments or formal questionnaires (6 percent).

Typical responses classified as "subjective" were "through the pores" or "by intuition only, any teacher worthy of the name knows perfectly well whether the students are interested." Although 17 percent of the faculty responded to the item which asked for formal instruments, and those used were presumably included with the forms described above, few instruments asked the students to rate their degree of interest in the course. A few departments used an open-ended format; and, although the questions asked were very similar to those used in the rating scale forms, they do permit the student to express his feelings and interests carefully, if he so chooses.

Approximately 75 percent of the respondents checked self-evaluation, and the responses divide fairly evenly between those classified as subjective (44 percent) and those classified as non-subjective (41 percent). That is, even though the term self-evaluation implies subjective judgments, one's self-evaluation can be based on objective measures. Examples of faculty statements classified as "subjective" were: "I believe that the competent teacher can sense whether his teaching methods are getting across" and "I have faith in my own judgment about my teaching." The kinds of responses classified as non-subjective consisted of: "I tell from the answers to exams and from their questions whether or not I explained the material well" and "I compare present student criticism to remarks on past questionnaires and look for recurrent comments." The non-subjective means of self-evaluation, then, are based on documented feedback, both solicited and unsolicited.

Of the 66 percent of the respondents who checked as a criterion the opinions and suggestions from colleagues, 20 percent indicated that the opinions and suggestions from colleagues concerned their course content; 7 percent stated that help from colleagues concerned instructional techniques and 52 percent indicated a combination of both. Several respondents indicated that colleagues regularly sat in on their lectures and seminars and that they then exchanged comments and criticisms. On the other hand, several respondents indicated that there was very little colleague input. One rather plaintive comment was: "In the four years I've been here, no colleague has offered a single suggestion or criticism relative to the courses I conduct. While I appreciate this as a lack of pressure, it also makes me wonder if anyone cares."

The chances are that most faculty care a great deal. One recent study of university professors revealed that they place their teaching role ahead of their research. Several studies have also indicated that, if anything, there is a positive relationship between professors' research productivity and students' rating of their teaching effectiveness (see e.g., Eble, 1970; Gaff and Wilson, 1971; Hildebrand and Wilson, 1970).

Faculty Recommendations

Of the total questionnaires received, 58 percent of the faculty responded to the item requesting recommendations and suggestions for campus-wide evaluation of instruction; 41 percent did not respond. Although the item asked the faculty to offer recommendations for campus-wide evaluation of instruction, it was apparent that a distinction was made between a campus-wide departmental system and a campus-wide non-departmental system. We classified the responses accordingly. Ten percent of those responding offered recommendations concerning evaluative procedures that should be instituted within departments and the results of the evaluation confined to departmental files. Twenty-seven percent indicated that evaluation of

instruction should be instituted on a non-departmental basis, that is, a central campus-wide system for collecting and processing the evaluative data.

It should be noted, however, that the majority of both the departmental and the non-departmental recommendations indicated that evaluation should be based on student ratings of all courses collected through some type of formal instrument. A minority of the responses recommended a variety of other types of evaluation procedures, such as the use of "outside" evaluators from other departments or other universities or by requiring tape recordings or video tapes of a random selection of each professor's classes. A few responses were entirely negative; that is, the recommendation was to forego evaluation completely at least in any formalized manner.

A few representative recommendations have been selected to exemplify each of these classifications. Examples of campus-wide departmental and non-departmental evaluation recommendations are presented verbatim as follows:

1. It should be done primarily by students; students should be required to fill out course and professor evaluation forms at the end of each class; turned in directly to departments only.

2. Campus-wide evaluation is not possible or even desirable. Students should record on their study packet the best instructor they had and the worst. The worst should be visited by an evaluator, who would only provide the instructor with a list of recommendations on how to increase his classroom effectiveness.

3. A carefully designed uniform student questionnaire; and a comparable questionnaire for colleague evaluation.

4. Student evaluations summarized and reports prepared by someone outside the faculty member's departments so that the person would remain objective and not be influenced by the personalities involved.

5. Student evaluations now being done become the official method of course evaluation.

6. The students' professor evaluation booklet provided there is a minimum number required before reported.

7. Professor evaluation booklet with analysis of students' gpa's taken into consideration.

Several of the recommendations indicated that student ratings should include graduates and periodic follow-up:

1. Opinions of other faculty members of the department; opinions of students who have graduated and been particularly successful; opinions of current students; opinions of graduate students on undergraduate courses in the same department.

2. Feedback from graduates as to long-range impact of instruction and instructional programs.

3. Each student required to submit a 2 to 3 page critique of the course and instructor.

4. Solicit the subjective opinions of present and former students -- but only of the very best and most advanced students.

5. Solicit appraisals from students at several intervals after completing a class, after 1, 2 and 4 years as evaluations change as perspective changes.

6. Outside examiners who are hired to interview students and faculty about the teaching quality of candidates for promotion.

7. A department or division of the university (school of education) available to all faculty to constructively evaluate and criticize teaching performance.

8. Visiting teams for each discipline, perhaps from another campus, which evaluate the program; include interviews with faculty members, examination of instructional materials, etc.

9. A group of students and faculty be selected as course auditors and that the representatives sent to audit any particular course belong to an outside field.

10. No formal mechanical method is possible. Our problems are due to structural factors; lack of support of teaching, reward-system focused on research, lack of institutional concern with education, particularly lower division. I find it amazing that our faculty is as devoted to teaching as it is, in the face of the fact that their personal interests certainly lie elsewhere.

11. We ought to spend a good while figuring out just what it is that we want to measure, then a good while figuring out what accessible variables are promising surrogates for what we'd really like to measure, then a long while experimenting and improving. The crash project attitude should be replaced by dedication to long-term continuing action research on the measurement and improvement of teaching.

12. There should never be colleagues or administration officials in classrooms acting as evaluators.

13. A generalized scheme that would be applied on a campus-wide basis would be a serious mistake. The most valued information has come from students who had been away from the university for a number of years.

SUBJECT AREA VARIATIONS

Most of the faculty identified their departments; this provided the opportunity to examine, to some extent, the faculty's differences in orientation to evaluation by academic disciplines. Since the restricted numbers precluded comparisions by specific departments, the responding faculty were classified according to departmental areas as follows:

Area	Number	Percent
Humanities and Social Sciences	87	29.6
Sciences	40	13.6
Medical School	58	19.7
Other Professional Schools	42	14.3
Unidentified	67	22.8
Total	294	100

No doubt many characteristics distinguish faculty in different disciplines within the broad categories employed, and these ought to be delineated with respect to teaching effectiveness in future research. In the meantime, our assumption is that the categories distinguish among those faculty involved in the more "purely theoretical" or "academic" disciplines (Humanities and Social Sciences); the more theoretical, "hard" sciences; and the more applied disciplines of the Medical and Other Professional Schools. The remaining "unidentified" group consists of respondents who did not identify their departments. In so far as the responding faculty are representative of their nonresponding peers, the survey results should be indicative of aspects of orientation to evaluation of teaching unique to major subject areas as defined. The basic data are shown in Appendix B.

Conceptualization of Evaluation

As previously reported less than half of the faculty responded to the question, "How do you conceptualize the evaluation of instruction?" Differences in response rates among departmental areas were nominal, ranging from 40 percent for the Sciences to 51 percent for the Humanities and Social Sciences. Only 20 percent of the faculty submitted answers that were judged to be real conceptualizations of evaluation, with a range of 10 percent for the Sciences to 29 percent for the Professional Schools. Another 7 percent of the faculty answered the question in terms of the actual process of evaluation. Area differences were nominal in this respect, with the largest proportion (12 percent) coming from the Humanities and Social Sciences.

A small proportion of the faculty (2 percent) stated that they felt this question was too difficult to deal with. This was the case for 5 percent of the faculty from the Sciences and Professional Schools.

Thirteen percent of the Humanities and Social Science faculty disagreed with the whole notion of the conceptualization of evaluation compared with only 2 to 3 percent of the Science and Professional School faculty. None of the Medical School faculty took this position.

Recommendations

A majority of the responding faculty offered some recommendations or suggestions for evaluation of teaching at U.C.L.A. Differences among departmental areas were nominal in this respect (62 to 66 percent) with the exception of the relative lack of representation from the Medical School (47 percent).

Approximately 3 percent of the faculty from all departmental areas recommended that there be no evaluation at all. Here too, differences among

departmental areas were nominal (2 to 3 percent) with the exception of the fact that none of the Medical School respondents negated the function of evaluation, but 7 percent of the faculty from the other Professional Schools stated that there should be no evaluation of teaching.

Over one-fourth of the faculty recommended that evaluation be uniformly carried out on a campus-wide basis. This position represented the greatest consensus on the matter, other than the suggestion that the method of evaluation be based primarily on student ratings. The recommendation for campus-wide evaluation also reflected some area variation, the range being 20 percent for the Sciences to 43 percent for the Professional Schools.

The same relatively small proportion of faculty from each area (7 to 9 percent) felt that evaluation should be implemented by departments rather than campus-wide. The only possible departure from this pattern came from the Sciences, 23 percent of whose faculty recommended departmental evaluation. The Humanities and Social Science faculty (28 percent) were most inclined to offer miscellaneous suggestions apart from campus-wide or departmental evaluation exclusively; the Other Professional Schools' faculty were at least inclined to do so (5 percent).

Few, if any, of the differences in conceptualization and recommendations regarding evaluation of teaching among departmental areas appear either very striking, consistent, or symptomatic. The same holds true regarding the reported use and determination of evaluative criteria. The median percentage difference among departmental areas on the 27 variables shown in Table 2 of Appendix B is 11 points. In only 7 instances did the most extreme groups differ by more than 15 percentage points. Although there was little consistency or little in the way of patterns of differences, the data do

indicate that the Humanities and Social Sciences faculty were generally the most circumscribed of the groups in their use of the criteria and in their systematic use of formal instruments to assess attainment of these criteria.

INTER-RELATED ASPECTS OF DIVERSE ORIENTATIONS

The data reviewed indicate that the faculty surveyed hold different attitudes toward and different approaches to evaluation of instruction. Under the circumstances, we felt that it was important to consider how those who differed in their orientation to evaluation regarded more specific aspects of evaluation of instruction. Therefore, we classified the responding faculty according to whether or not they:

1. offered their conceptualization of evaluation
2. considered student interest as a criterion
3. offered recommendations for evaluation procedures to be instituted at UCLA.

Conceptualization

Through the content analyses of open-ended responses, an effort was made to determine the extent to which faculty members had a developed conceptualization of evaluation. These analyses resulted in the finding that 68 percent of faculty who made recommendations for evaluation procedures at UCLA also had some form of a conceptualization of evaluation, and, more specifically, 29 percent of the recommending faculty had what can be considered a "real" conceptualization compared to 7 percent of the faculty who did not make recommendations. Another 11 percent of the recommending faculty conceptualized evaluation in terms of the actual process of evaluating instruction. That is, they spoke in terms of the procedures they used or the procedures they felt should be used to evaluate instruction. Within this classification, too, there were some differences. The "process evaluators" were more likely to define student growth in terms of student understanding of course content whereas the "real evaluators" were more likely to define

student growth in terms of the students' general awareness and intellectual understanding and also the students' ability to apply knowledge in new situations and to new problems.

In sum, those faculty members who presented a conceptualization of evaluation compared with those who did not were as a group more likely to define student growth in terms of the students' ability to understand course content, the students' ability to apply knowledge, and on the development of the students' awareness and understanding. That is, this group offered a definition of student growth compared to those who checked student growth as a criterion but did not define what they meant by student growth. In addition, the faculty members who presented a conceptualization of evaluation were more likely to use a formal instrument for evaluating their instruction and considerably more likely to include student recommendations for changes in course content in their evaluation.

Student Interest

It was not surprising to find that a considerable majority of responding faculty who selected student interest as an important criterion also took seriously student recommendations for changes in course content, in contrast to those who did not indicate student interest as a criterion (81 percent verses 19 percent). For the most part, however, there are only nominal differences between the two groups in terms of the manner in which they collected these recommendations. There is one notable exception however. Approximately one-half of the faculty who included student interest among their criteria for evaluation of teaching also reported using class participation as the means by which they collected student recommendations compared to one-quarter of the faculty who did not report using student interest as a criterion.

Recommendations

As it turned out, those faculty who made recommendations and suggestions for evaluating instruction at UCLA differed relatively little from those who did not make recommendations on most variables examined in this context. Here again, however, there were some notable exceptions. The faculty who made recommendations were much more likely to indicate that they also used self-evaluation measures. Only 15 percent of this group failed to respond to this item compared to 40 percent of those who did not make recommendations.

There was also a tendency for those who made recommendations, in contrast to those who did not, to draw upon a variety of means of self-evaluation particularly with respect to their reliance upon their own judgments (41 percent versus 20 percent). At the same time, 70 percent of the faculty who made recommendations reported being attentive to opinions and suggestions from colleagues compared to 58 percent of those who did not. Fourteen percent of those who made recommendations did not check student growth as a criterion compared to 35 percent of those who did not have recommendations.

CONCLUSIONS

1. Teaching and its evaluation are complex issues, particularly in a large, complex university. This fact is born out by one of the most frequently raised arguments against evaluation of college teaching. Elements of the argument are: that campus-wide evaluation is not possible or even desirable because of the diversity in agreement regarding evaluative criteria and practices among professors of different academic disciplines; that the qualities that make an instructor effective in one discipline are not necessarily the qualities desirable in another; and that, therefore, evaluation of teaching must always be considered, if at all, only in terms of the discipline taught.

To the extent that the above analyses which distinguished among broadly classified academic areas are indicative, however, there is more general consensus than diversity with respect to the usefulness of evaluation and relevant evaluative criteria, methods and even format, evaluation of teaching effectiveness on a campus-wide basis, and particularly the use of student ratings for this purpose.

> The obvious suggestion that emerges in this context, consequently, is that a common, campus-wide system of evaluation of teaching be implemented on campus; that it include the range of pertinent criteria and practices and that it systematically include student ratings of teaching.

2. Most of the responding faculty reported that they used student interest as a criterion for evaluation of their teaching in some fashion. The extent to which this indicator of teaching effectiveness was obtained

objectively and systematically warrants greater clarification, particularly considering that objective information of this kind can be obtained with relative ease across disciplines.

The greater majority of the faculty also reported using student growth as a major criterion in evaluating their teaching effectiveness. The subjects or areas of expertise and the types of skills in which the student grows do, of course, vary in differing degrees among disciplines. Moreover, the qualities of the instructor as well as the instructional methods may and indeed should vary among disciplines and within disciplines. Instructors have and should have idiosyncratic teaching methods and teaching styles.

> Therefore, even though evaluation of teaching should proceed primarily from systematic campus-wide evaluation it should offer ample opportunity for feedback designed specifically for the individual instructor--or individual department--when so desired.

3. Although instructional means may vary from one instructor to another, these different means can be used to accomplish identical ends or goals with equal success, just as they can lead to the attainment of different goals. An observable but comparatively small proportion of the responding faculty reported using "the variety of resources and techniques used" as a criterion of teaching effectiveness. This criterion has to do with the process of teaching rather than the outcome such as "student growth," checked by so many of the responding faculty. The distinction is important. Granted that the outcome of teaching is of prime concern, a major reason for evaluating the mode of instruction is to determine if that mode contributes more efficiently and more positively to given outcomes than other modes of instruction.

> The suggestion in this respect, therefore, is that evaluation of teaching carefully include and carefully distinguish the outcomes of teaching and the processes leading to the outcomes.

4. The large proportion of responding faculty who reported using student growth as a criterion for teaching effectiveness did not express an identical opinion of what student growth means or how it is to be measured. No doubt the faculty at large would have even more variant definitions of student growth. The implications of this possibility for a campus-wide system of evaluation are considerable. At the least, before such a system is instituted, a concerted effort should be made to assess reliably the entire faculty's definitions of important criteria and suggestions for their measurement. While it may not be necessary to have rigid definitions of criteria in order for a campus-wide system of evaluation to be successful, certainly there should be as great a consensus as possible of opinion regarding definitions of and ways to measure major criteria.

> The suggestion therefore, is that a small (and therefore economical), random sample of UCLA's faculty be surveyed to validate and enlarge upon the present study.

5. Apparently, a considerable majority of the faculty is sympathetic to some form of evaluation. At the same time, a minority of faculty members are adamant in their opposition to the whole notion of evaluation of teaching. Many of these "dissidents" raise legitimate questions and problems concerning effective assessment and evaluation of teaching which should be taken seriously. But these problems should not absolve instructors from taking responsibility for the consequences of their teaching any more than students should

be absolved from the responsibility for the consequences of their learning behavior. Moreover, the humanities professor (most likely to object to evaluation) should be no less responsible for the consequences of his instruction than the scientist. Perhaps, however, some of those faculty who oppose evaluation of teaching do so because they do not have a real understanding of the nature of evaluation.

> There results two suggestions: that an ongoing program be instituted to educate and inform the faculty as to the nature and positive effects of evaluation, and that continuous means be established to take into account and deal with evaluation issues and differences of opinion raised by questioning faculty.

6. Individual faculty members also raised specific, unique suggestions for evaluators of teaching such as videotaping selected lectures or employing outside evaluation from other departments or campuses. Other faculty members indicated their awareness that teaching does not take place as some discrete activity isolated to a particular class, but rather educational impact is the result of accumulative, interacting variables that combine to form the total college educational experience. This means that these interacting variables are in as much need of evaluation as the faculty member's teaching. When these points are added to those raised above, then, it is all the more evident that effective evaluation of teaching effectiveness is a complex, time-consuming, professional enterprise. At a minimum it entails: delineating and developing appropriate measurements of important criteria and techniques for effective teaching; developing effective techniques for the actual evaluation of teaching; experimenting with new forms of evaluation; monitoring the evaluative process to assure its continued

appropriateness and to eliminate its problems; determining the accumulative effects of the component parts of the educational process and its impact generally; and developing effective means of disseminating the results of these activities. The nature of these activities are such that they require the full-time efforts of professional personnel trained to undertake them.

> The inevitable resultant suggestion is that UCLA establish a modest facility designed to conduct evaluative research and development as described in an effective, efficient manner not otherwise possible.

7. A final point to consider is that evaluation of teaching, no matter how well conceived and executed, remains a sensitive matter. At issue is the potential evaluation has for abuse as well as for contributing to teaching effectiveness. This possibility was the basis for much of the criticism of the minority of faculty who opposed evaluation. The possibility can certainly be eliminated. Yet it is real enough that the concluding suggestion is posited even at the risk of seeming gratuitous.

> The urgent suggestion is that evaluative procedures, in whatever form, be established in such a way that the academic freedom and individual rights of both faculty and students be safeguarded at all times.

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APPENDIX A

SURVEY LETTER AND QUESTIONNAIRE

UNIVERSITY OF CALIFORNIA, LOS ANGELES

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF EDUCATION
LOS ANGELES, CALIFORNIA 90024

December 17, 1970

Dear Faculty Member:

We are writing in reference to Chancellor Young's December 2 memorandum outlining the steps he has taken in response to President Hitch's policy statement on improvement of undergraduate teaching contained in the November 9 issue of the University Bulletin. You will recall that an important part of this campus response is to be carried out through a Task Force on Evaluation chaired by Dr. Raymond Orbach. The objectives of the Task Force are to collect pertinent information on evaluation programs here and elsewhere in the United States in order to make the best possible preliminary proposals for adoption by this campus.

An overriding concern of the Task Force is that it contribute to the enhancement of the teaching-learning function of the University without in any way debilitating the University's research function and without violating its tradition of academic freedom.

The Task Force is also concerned that it provide the basis for the faculty of this campus to govern itself, rather than being governed by others less understanding of the nature of the University. Consequently, we are asking you to specify the methods you use to evaluate the effectiveness of your instruction. Likewise, we are seeking your views on the function of evaluation and your suggestions for the implementation of evaluation of instruction on a campus-wide basis. This information will greatly contribute to our recommendations regarding the best possible methods for evaluation of instruction which will at the same time be most acceptable to the greatest number of faculty possible, keeping in mind that diverse forms of evaluation will probably be called for in the face of the diverse functions and characteristics of this institution.

We only have a few days in which to complete this poll of the faculty. This requires us to ask you to respond under the same duress affecting us as we solicit your views. It is extremely important that we get your candid opinions as quickly as possible and that you include in your reactions any qualifications or additions that you think ought to be made in reference to our questionnaire.

All information will be treated confidentially unless we have your specific permission to reference any of your statements. We are asking for your name in the event that we may wish to query you further about your viewpoints or to obtain your permission to reference them. We will be most grateful if you will return the enclosed questionnaire promptly to:

James W. Trent
320 Moore Hall
Campus

Thank you,

(signed)

James W. Trent
Vice-Chairman
Task Force on Evaluation

FACULTY OPINION ON THE EVALUATION OF INSTRUCTION

WHAT CRITERIA DO YOU USE IN EVALUATING YOUR INSTRUCTION?

Please check the criteria you use and explain how you use them.

_____1. STUDENT GROWTH OR CHANGE

How do you define growth?_____

_____

_____

How do you determine growth?_____

_____

_____

If you use any formal instruments; please attach. (If you have no copies of your instrument, please describe:_____

_____)

_____2. THE DEGREE OF STUDENT PARTICIPATION IN THE CLASS

_____3. THE VARIETY OF RESOURCES AND TECHNIQUES USED

_____4. STUDENT RECOMMENDATIONS FOR CHANGES IN COURSE CONTENT

_____5. STUDENT RECOMMENDATIONS FOR CHANGES IN INSTRUCTIONAL TECHNIQUES

How do you collect the student recommendations?_____

_____

_____

If you use any formal instruments, please attach. (If you have no copies of your instrument, please describe:_____

_____)

_____6. THE DEGREE OF STUDENT INTEREST

How do you determine student interest?

If you use any formal instruments, please attach. (If you have no copies of your instrument, please describe:_____

_____)

_____7. SELF-EVALUATION. (Please Explain)_____

_____

_____

_____8. OPINIONS AND SUGGESTIONS FROM COLLEAGUES.

(Do these suggestions usually concern course content or instructional techniques?)_____

_____

_____

_____9. OTHER. (Please Specify)_____

_____

_____

OPTIONAL: If possible please complete the following and return the form with the questionnaire.

HOW DO YOU CONCEPTUALIZE THE EVALUATION OF INSTRUCTION?

WHAT RECOMMENDATIONS AND/OR SUGGESTIONS DO YOU HAVE FOR CAMPUS-WIDE EVALUATION OF INSTRUCTION?

APPENDIX B

SELECTED SURVEY DATA

TABLE 1

CLASSIFICATION OF THE FACULTY: CONCEPTUALIZATION AND RECOMMENDATIONS REGARDING THE EVALUATION OF TEACHING, IN PERCENT

	Humanities & Social Sciences (N = 87)	Sciences (N = 40)	Medical School (N = 58)	Other Prof. Schools (N = 42)	Misc. (N = 67)	Total (N = 294)
Conceptualization						
Response submitted	51	40	48	45	46	47
"Real" conceptualization	17	10	17	29	27	20
Process conceptualization	12	10	7	5	2	7
Considered too difficult	1	5	2	5	2	2
Disagree with issue	13	3	0	2	5	5
Miscellaneous	13	10	14	5	12	11
Recommendations						
Response submitted	66	65	47	62	55	59
General Recommendations						
No evaluation	2	3	0	7	3	3
Campus-wide evaluation	26	20	16	43	31	27
Departmental	8	23	9	7	8	10
Miscellaneous	28	20	12	5	13	17

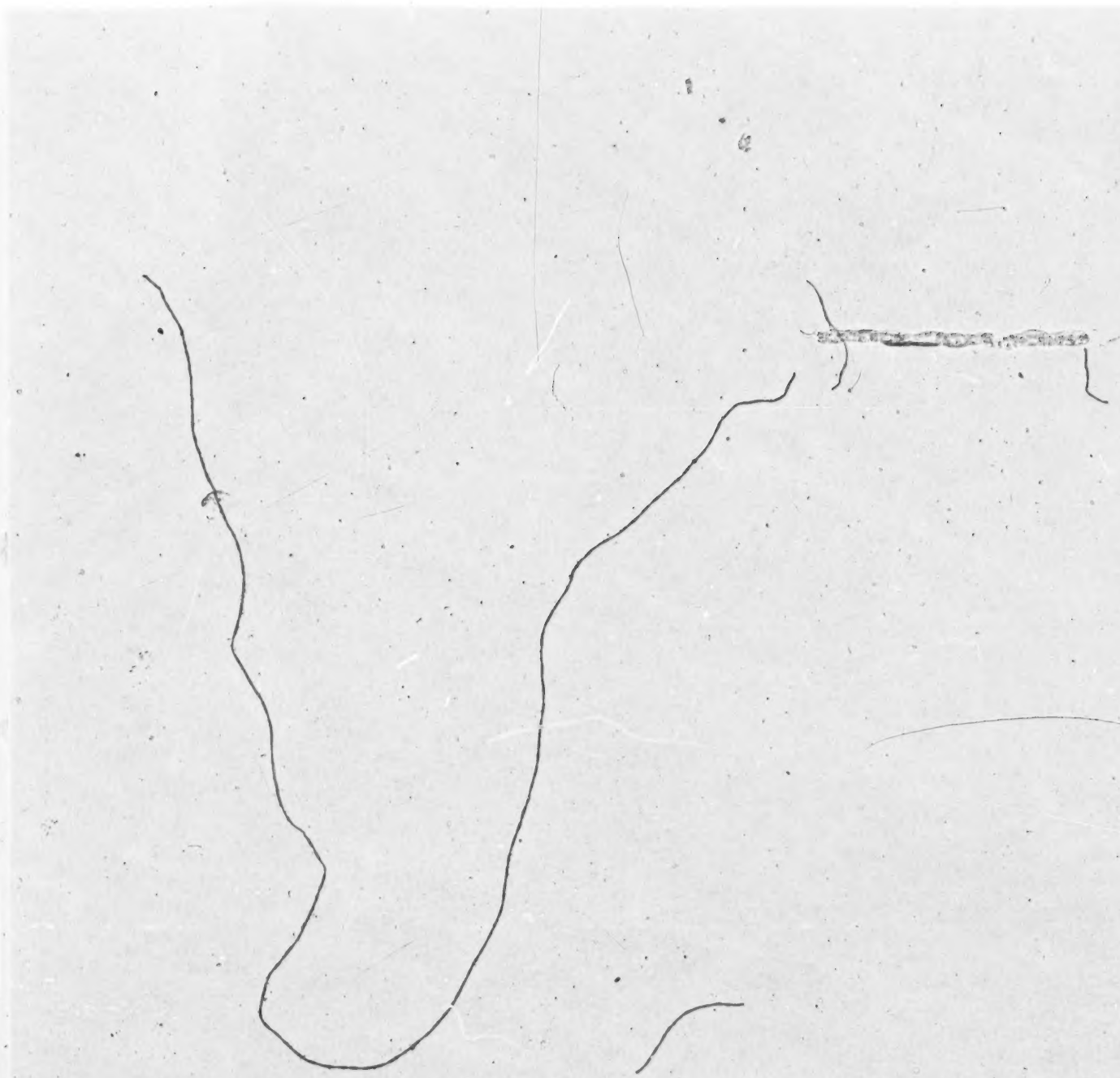
TABLE 2

USE AND DETERMINATION OF CRITERIA FOR EVALUATION OF TEACHING REPORTED BY THE FACULTY, IN PERCENT

	Humanities & Social Sciences (N = 87)	Sciences (N = 40)	Medical School (N = 58)	Other Prof. Schools (N = 42)	Misc. (N = 67)	Total (N = 294)
Degree of Student Growth						
Criterion used	82	72	74	76	76	76
Definition of Student Growth						
Understanding course material	24	16	33	31	12	22
Awareness and understanding	22	20	17	21	28	22
Application of knowledge	26	23	19	14	28	23
Determination of Growth						
Papers and exams	24	5	5	17	9	13
Discussion & interaction	3	10	9	5	3	5
Combination	25	38	36	31	40	33
Observation	6	5	9	5	12	8
Miscellaneous	16	5	3	12	6	9
Formal instrument used	10	15	17	26	6	14
Degree of Student Interest						
Criterion used	70	78	78	83	81	77
Determination of Student Interest						
Intuition	13	8	9	17	18	13
Written comments & discussion	12	18	7	7	16	13
Questionnaire	1	3	2	2	3	2
Evaluation	3	3	3	0	2	2
Class participation	43	48	53	38	34	43
Formal instrument used	16	23	16	21	13	17

TABLE 2 (Cont'd)

	Humanities & Social Sciences (N=87)	Sciences (N = 40)	Medical School (N = 58)	Other Prof. Schools (N = 42)	Misc. (N = 67)	Total (N = 294)
Student Recommendation for Change in Course Content						
Criterion used	67	85	76	74	78	75
Determination of Student Recommendations						
Written comments	10	5	5	9	0	6
Formal instrument	18	43	24	26	25	26
Informal comments	9	5	16	12	8	10
Combination written and informal comments	17	30	21	12	27	21
Discussion	17	10	19	12	15	15
Impression	3	0	0	0	3	2
Opinions from Colleagues						
Course content	9	13	9	21	18	13
Instructional techniques	8	3	7	0	3	5
Content & techniques	29	40	35	29	39	34
Miscellaneous	9	5	0	12	3	6
Other Criteria Used						
Use of a variety of techniques	36	33	33	33	13	29
Self evaluation	70	80	62	71	69	70
Other criteria	41	40	31	48	21	35



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